DOCUMENT RESUME

ED 401 921 IR 056 196

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TITLE The Effect of a Recommended List and a Book Display on the Circulation of Videos in a Community College Library.
PUB DATE Apr 96
NOTE 33p.; Master's Research Paper, Kent State University.
PUB TYPE Dissertations/Theses - Undetermined (040)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College Libraries; Community Colleges; Higher Education; Learning Resources Centers; *Library Circulation; *Library Collections; Library Materials; Statistical Analysis; Use Studies; *Videotape Recordings
IDENTIFIERS Ohio (Columbus)

ABSTRACT

This study examines whether a recommended list of videos and a video display in a community college library cause the circulation of these items to increase, as previous research has shown. During a 10-week pretest period, the circulation of a sample of the videos in the 800s section of the Educational Resources Center at the Columbus State Community College (Ohio) was recorded. Videos (N=151) which had not circulated well in the past comprised the sample. These items were then divided into three groups: one group was displayed; one group was included in a list of recommended items and distributed; and one group acted as a control group. The latter two groups remained at their normal positions on the shelves throughout the duration of the experiment. At the end of the experimental period, circulation was again recorded. The circulation of all three groups did increase during the experimental period; however, this increase did not prove to be statistically significant. Analysis of the data and possible explanations for the results of the experiment are presented. (Author/AEF)

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# THE EFFECT OF A RECOMMENDED LIST AND A BOOK DISPLAY ON THE THE CIRCULATION OF VIDEOS IN A COMMUNITY COLLEGE LIBRARY

A Master's Research Paper submitted to the
Kent State University School of Library and Information Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Craig Bickle

April 1996

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# The Effect of a Recommended List and a Book Display On the Circulation of Videos in a Community College Library

Kent State University
School of Library and Information Science

Abstract:

An experiment was devised to test the hypotheses that when videos are placed on display or included in a recommended list and distributed in a community college library, the circulation of these items will increase, as previous research has shown occurs when books are recommended or displayed. During a 10 week pretest period, the circulation of a sample of the videos in the 800's section of the Educational Resources Center at the Columbus State Community College was recorded. Videos which had not circulated well in the past comprised this sample. These items were then divided into three groups, one of which was displayed, one of which was included on a list of recommended items and distributed, and one of which acted as a control group. The latter two groups remained at their normal positions on the shelves throughout the duration of the experiment. At the end of the 10 week experimental period, circulation was again recorded. The circulation of all three groups did increase during the experimental period. However, this increase did not prove to be statistically significant. Therefore, the hypotheses were rejected. Analyses of the data and possible explanations for the results of the experiment are presented.

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April 1996

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## Acknowledgements

I would first like to express my undying gratitude to my parents, Wayne and Jeanette Bickle of Athens, Georgia, and to my best friend, Lynn Taylor. Furthermore, this research would not have been possible without the assistance of the entire staff at the Columbus State Community College Educational Resources Center, and the invaluable guidance of Dr. Tschera H. Connell. Lisa Daiber and Dana Zintek also provided a modest but essential contribution to my success. Thank you. And finally, but decidedly not least, I wish to thank William Vaughan, for his thorough knowledge of statistics and for his patient willingness to share it with me.

## INTRODUCTION

Reference librarians sometimes hear these complaints, "This library never has what I need," or "There are no good books in this library." It matters little the size or type of library, it is inevitable that at least some patrons will leave the library dissatisfied. On the other hand, librarians who work closely with books, videos, audio tapes, and the growing variety of library materials know that the collections of even the smallest libraries contain information of vast richness and complexity. One of the primary goals of librarians, then, is to introduce disgruntled patrons to the hidden treasures in their collections.

Personal experience at the reference desk has shown me that this problem arises regularly in the community college library at which I work. The primary users of two year college libraries are students who usually seek information which they can translate into research papers rather than materials for diversion or pleasure. However, the collections of community college libraries are rarely as large or varied as the library collections at four-year institutions, whether they are large research universities or smaller liberal arts colleges. For instance, according to the American Library Directory of the twenty-three academic libraries in Ohio whose catalogs are searchable on the statewide Ohiolink database, only one of the five two-year college libraries supports a collection which exceeds 100,000 items. Sinclair Community College has over 130,000 items. In contrast, sixteen of the eighteen four-year college libraries support collections well

above 100,000 items; many of these hold more than a million volumes. Also, the only two libraries besides the community colleges whose collections number less than 100,000 support medical colleges. These libraries collect materials in certain subject areas only. Community colleges simply do not house the large quantity of materials necessary for in-depth research in all subject areas. Consequently, students at these institutions often experience frustration with the library, and reference librarians must be particularly creative to thwart this dissatisfaction by exposing as much of the collection as possible to their patrons.

Two useful devices for increasing the circulation of little-used items are recommended lists and book displays. A substantial amount of research has shown that both techniques increase circulation of books of all kinds. (For example, see Goldhor 1981 and Baker 1986.) It has also been shown that circulation of recommended and displayed books increases in many types and sizes of libraries, including two-year colleges (Aguilar, 1982). However, little research has been done concerning the circulation of audio-visual materials, particularly videos since these items are relative newcomers to library shelves.

This study examines whether a recommended list of videos and a video display in a community college library cause the circulation of these items to increase. If the circulation of displayed and recommended videos does increase, then librarians can use these techniques to expose students to valuable sources

for research which they otherwise might miss.

## LITERATURE REVIEW

The first librarian to publish findings that new books displayed separately from the regular stacks circulate at a higher rate than new books immediately placed at their proper location on the shelves was Mueller in 1965 (Baker 86). However, the true pioneer in this area of research is Herbert Goldhor. In 1969-1970 he set up a study to systematically examine whether circulation increases when books are removed from their regular positions on the shelves and displayed prominently in the library. Also, by questioning the patrons who borrowed displayed materials, he attempted to find out why any observed changes in circulation occur. In 1972, he published his findings based on an experiment conducted in two Illinois public libraries. Goldhor found that similar items in two separate public libraries showed a marked difference in circulation when some of the items in one of the libraries were displayed. In fact, the circulation of these materials increased 113 percent. Furthermore, he noted that the method most patrons claimed to utilize for selecting the displayed materials was browsing. Therefore, he postulated that any device which enhances the ability to browse will increase circulation (Goldhor 1972).

Goldhor followed this initial research with an experiment conducted in Jamaica in 1978 and 1979 but this time in a single public library. Again, he studied the effect on circulation of a

prominent display of biographies and found that the displayed items circulated at a rate seven times higher than they had previously. In this experiment he also studied the effect on circulation of a recommended reading list, and, to his surprise, these materials circulated at a significantly higher rate as well. Goldhor had not expected this latter result since a recommended list does not facilitate browsing. However, upon examining this new evidence he modified his original hypothesis and concluded that the significant reason patrons select materials is not browsability but whether a narrowing device such as a list of recommended items or a display is available. Each of these techniques allows patrons to deal with the information overload often encountered in libraries (Goldhor 1981).

In 1981 Aguilar continued the research begun by Goldhor. He also concluded that displayed books circulate at a higher rate than those left on the shelves but this time in an academic setting rather than in a public library. In addition, he surveyed borrowers to ascertain the reason they selected the displayed items. Patrons most often said they borrowed books on display simply because they were on display and "looked interesting." Those that borrowed books in the stacks did so to fulfill course requirements. The implications are that patrons do select items from displays more often than items in the stacks, but a patron's response that a book "looked interesting" does not does not tell us <u>how</u> patrons select displayed items, whether because of browsability, narrowing aids, or location. Aguilar speculates


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that the primary reason may be the principle of least effort, but it also may be impossible to test such a theory objectively given the subjective nature of patron responses. Regardless, it remains the case that displays are an excellent device for librarians who wish to highlight and circulate certain books in their collections, in both public and academic libraries (Aguilar 1982).

Several years later, Baker attempted to find whether Goldhor's second hypothesis would hold when tested again in two public libraries in Illinois but this time under more varying conditions. Baker set up two displays (rather than just one) in each library. She placed one of the displays in each library in a prime or high traffic area and the other in a low traffic area. She also designated some of the titles as "recommended," but, unlike Goldhor who simply left the recommended books in their usual places on the shelves, she marked each of these items with a large red sticker and placed some of them on each display while leaving others in their normal shelf positions as a control group. Baker found that the items in the prime display circulated substantially more than both the second display items and the recommended books. She also found that recommended books circulated only slightly more than they had without the stickers. Based on these results, she concluded that the main reason displayed books circulate at a higher rate than other materials in the collection is the location of the display. Coupled with the insubstantial increase in the circulation of the recommended

titles, she rejected the idea that narrowing devices are the best tools for increasing circulation (Baker 1986).

Finally, research to clarify the effect of displays on circulation was continued by Roy who showed that although circulation of displayed books tends to always increase, displays do not effect overall circulation. She studied eight libraries using various display techniques and concluded that displays tend to displace the circulation of other areas of the collection since the overall circulation fluctuated little (Roy 1993). This research is important to the present study because the goal here is to investigate ways of increasing the circulation of little-used items in a collection which has a stable size. Roy's research suggests that the increase in circulation of one group of items may decrease the pressure on heavily used and therefore rarely available items.

The present research is an attempt to further explore some of the conclusions reached above. Several of the cited authors mention the need to conduct research into the effects of displays and recommended lists on materials other than books. Furthermore, previous researchers have drawn conflicting conclusions when they have attempted to explain why displays increase circulation. Before the question of why this phenomenon occurs can be definitively answered, it may first be necessary to document the effects of displays and recommended lists on all types of materials.

## METHODOLOGY

A population of videos from the literature section, the 800s, of the collection at the Columbus State Community College Educational Resources Center, was selected and divided into three groups. Videos are the items in the collection that require the use of a videocassette player to be viewed and heard. The 800s were chosen for this study because they include a substantial portion of the videos in the Columbus State collection. In addition, since the subject matter is literature, students of all majors, and especially students taking required basic English classes, may have found uses for these sources.

Because the intent of the study was to introduce students to little used items, I decided to study only videos that had circulated poorly in the past. Of the 197 videos in the 800s, 46 had circulated 3 or more times in the last 18 months (from April 1994, the date Ohiolink was installed and fully functional in the library, to October 1995) and 151 had circulated 0-2 times. This latter group of 151 initially comprised the total population. However, several of the videos were either checked out or missing at the time the experiment began. The remaining population numbered 144, and these videos were divided into three groups of 48 items each.

The first group of videos was separated from the total population and displayed. The other two groups remained at their normal positions in the stacks throughout the duration of the experiment. The display of videos from group one was placed in a

high traffic area near the circulation desk. A sign with large lettering placed above the book cart that held the videos made the display visible to patrons at a distance. The sign read, "Seen anything good lately? Check these out!" The second group of videos was listed on a single sheet of paper headed, "Some Recommended Videos on Literature" (see appendix A). This list included only titles and call numbers. An ample supply of these lists was then placed on the display next to a sign which read, "Or try these!" The third group was the control group and was not manipulated.

The only variable to be tested by this experiment was circulation, and the three groups were created and manipulated to this end. The circulation of materials is recorded automatically by the Ohiolink circulation subsystem whenever a patron checks out an item. Renewals are not counted as distinct checkouts by the system and were not regarded as such in this study. At Columbus State, students, faculty, and staff all enjoy the same borrowing privileges. Videos can be checked out for one week and renewed once. However, faculty and staff members are not charged fines on overdue materials unless the length of the overdue period is excessive; so, these patrons occasionally keep materials beyond their due dates. Since all patrons must abide by the same rules regarding circulation and renewal of materials, circulation of items checked out by students, faculty, and staff was treated uniformly during the course of this experiment.

The study was designed to test two hypotheses:

* When videos are prominently displayed in a community college library, the circulation of these items increases.

* When copies of a recommended list of videos are made available to patrons, the circulation of these items increases.

In order to test the hypotheses, an experiment utilizing a pretest-posttest design was conducted over two ten-week periods. A pretest-posttest design was chosen because this experimental method allows for one dependent variable, in this case circulation, to be tested based on differences observed between the pretest and posttest periods. Also, this method allows for more than one group to be tested. During the pre-experimental phase, October 2 to December 11, 1995, all of the videos in the relevant population remained at their normal positions on the shelves. At the end of the pre-test, the number of times each item had circulated was tabulated. The population was then randomly divided into the three groups and the first group was placed on display for the remainder of the experimental period, from January 9 to March 19, 1996.

It is possible that slight variations in the two ten week periods may have affected any observed change in circulation. However, the time available for the study required that the pre-experimental phase begin three weeks after the start of the fall quarter 1995 at Columbus State and end during the final week of classes for the quarter. The experimental phase, on the other hand, had to begin just one week after the start of classes during winter quarter 1996 and end one week before exam week. It

is assumed that the heaviest use of the collection occurs during the middle and latter part of each quarter when research papers are most often due. If this assumption is true, then the slight difference between the observation periods during each quarter will not skew the results. Also, it is hoped that the length of time the display remained in the library helped to lessen the effects of quarter week variations. Finally, each part of the experiment spanned most of each quarter. Therefore, the comparisons of circulation during each quarter can be measured with a degree of certainty.

To further satisfy myself that the experiment was a true measurement of the effects of the display and recommended list on circulation, I examined the makeup of the groups based on four variables. The variables and the results of this examination are presented in appendix D. In short, the groups proved to be statistically equal.

The statistical analysis generated by this experiment consists of comparisons of circulation observed at the end of the pre-test versus circulation observed at the end of the experimental period and comparisons of circulation among the three groups. Percentages of change in circulation have been calculated for all groups during both phases of the experiment. The results are presented below.

## ANALYSIS OF THE DATA

The results of the experiment are shown in table 1. During term B, the experimental period, the circulation of videos in each of the three groups, as well as the overall circulation, increased over the circulation in term A, the pre-experimental period. The question is whether the observed increases in circulation are statistically significant. To determine this, chi square tests were done at the .05 level of significance.

**Table 1**
**Number of Circulations of Videos in Groups 1, 2, and 3 During Terms A and B[1]**

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| **Group** | **Term A** | **Term B** | **Change** |
| **Displayed** | 6 (.13)[2] | 18 (.38) | +200% |
| **Recommended** | 2 (.04) | 15 (.31) | +650% |
| **Control** | 10 (.21) | 12 (.25) | +20% |
| **Total** | 18 | 45 | +150% |

Notes: 1 Groups 1, 2, and 3 represent the displayed videos, recommended videos, and control group respectively. Term A represents the pre-experimental period. Term B represents the experimental period.
2 Numbers in parentheses represent circulations per video.

The first test examined whether the differences between the number of loans of the videos in groups 1, 2, and 3 during term A are greater than could be expected because of sampling variability. The test showed that the difference is not statistically significant (chi square=5.34, chi square critical value=5.99 at 2 degrees of freedom). This is the case despite variations among the circulations during this period. The videos in group 3 circulated 10 times in term A, or .21 times per video,

whereas the videos in group 2 circulated only twice, or just .04 times per video, and the number of loans of videos in group 1 fell exactly between the other two, with 6 total loans or .13 loans per video.

The same test was then conducted on the circulation of videos during term B. Again, the difference between the number of loans among the three groups is not statistically significant ($\chi^2$=1.2, $\chi^2$ crit=5.99, 2 df). This information is noteworthy. If one considers the hypotheses of this study and the results of previous research, it might be expected that the difference between the circulations among the groups during term B would be highly significant. But this is not the case. During both phases of the experiment, the videos in all three groups circulated at comparable levels.

During the experimental period the circulation of displayed and recommended videos increased 200% and 650% respectively; whereas, the number of loans of videos in the control group increased only 20%. The difference between increases in the displayed and recommended groups as opposed to the increase in the control group is notable. However, the question remains whether the increases observed in the three groups are statistically significant. A chi square test of the numbers in columns two and three of table 1 yields the value 5.60. As we have seen, the critical value at 2 degrees of freedom is 5.99. Therefore, the hypothesis must be rejected as the possibility remains that the observed increases in circulation may have

arisen by chance alone.

Further tests bear out this conclusion. A comparison was made between the circulation of videos in group 1 with the circulation of videos in group 3. Again the results show that the distribution of numbers in columns two and three are not statistically significant ($\chi^2$=1.31, $\chi^2$ crit=3.84, 1 df). Likewise, circulation in group 2 was compared with that of group 3, and the results were the same ($\chi^2$=3.65, $\chi^2$ crit=3.84, 1 df). In no instance does the change in numbers of loans of videos between the two experimental phases prove to be statistically significant.

## CONCLUSION

It should be remembered that the number of loans of videos did increase when these items were displayed and recommended. However, the final conclusion must be that circulation did not increase at a significant level and the hypotheses must be rejected. What might be the reason that the experimental method employed in this study did not elicit increases in circulation so decisively established in previous similar research? For one, this study examined videos instead of books. Are videos simply less susceptible to the effects of promotion than books? Might it be the case that if this experiment were repeated, the videos would circulate just a few more times, thereby rendering the experimental effects significant? Or was there a difference among the student population between the two quarters that made up the study which may have effected the circulation of literature videos? Examination of these and related questions comprises the rest of this paper.

Goldhor, Aguilar, and Baker each proposed different answers to the question, why do patrons select materials from displays and recommended lists more readily than they do from the regular stacks. Goldhor believed that the answer lay in the patron's need for narrowing devices. Aguilar postulated that the principle of least effort may be the motivating factor. And Baker cited the location of the display as the critical factor. However, the present experiment gave patrons a quick way to narrow their search for videos, the videos on display were the only items on

the main floor which could be checked out, and the display was located just a few yards away from the circulation desk. Therefore, this study does not support any of these previous theories. In fact, it calls into question the very notion that displays and recommended lists always cause items to circulate at a higher rate.

On the other hand, there is a primary difference between this study and the studies cited above. It is the use of videos as opposed to books. What is it about videos that might make patrons less willing to borrow them than books? Two answers spring immediately to mind. First, videos require a patron to own or have access to a videocassette player and monitor to make use of the items. Some patrons may wish to borrow a video they see displayed or recommended, but lack the equipment necessary to view it outside the library. On the other hand, VCR's are available for patrons to use in the ERC, but any use of the displayed or recommended videos in the library would not have been measured by this experiment. Second, the length of time that patrons may borrow videos is often shorter than the length of time they may borrow books. For example, at Columbus State videos may only be borrowed for one week whereas books may be borrowed for three weeks. Patrons may be deterred from borrowing videos because they feel they may not have time to watch them.

It should also be kept in mind that in several of the tests conducted on the results presented in table 1, the calculated values approached very close to the critical values. This is not

to say that results obtained must have been in error since other research has confirmed that displays and recommended lists cause books to significantly increase in circulation, and subsequent tests will bear this out for videos. But it is to say that the circulation for all three groups did increase. It did not decline or even stay the same. It may yet be shown that different types of videos (for instance, only fiction videos) in different types of libraries (for instance, public libraries) do respond to certain experimental treatments as books have proven to do.

Finally, it is possible that variations in the student population between quarters may have altered the circulation of videos dealing with literature. Specifically, the number of students taking core writing classes may have been larger during the fall quarter than during winter quarter. As mentioned earlier, students taking writing courses may find a need for videos in the 800s section of the collection since these videos deal generally with writing and literature. In an interview, the Dean of the Communication Skills department at Columbus State, Dr. Bruce Ardinger, informed me that the enrollment in the four basic writing classes, 100, 101, 102, and 111, is typically at its highest level during fall quarter, and it declines gradually each successive quarter through summer. For instance, the total enrollment in one hundred level communication skills classes during fall quarter 1995 was 3,632. During winter 1996 quarter, it was only 3,027. There are two reasons for this trend. The overall enrollment for the entire college is also typically at

its highest level during the fall quarter each year, and it declines during successive quarters. Also, students begin their basic writing classes at different course levels and complete these requirements at different rates. Students in section 111 are required to take only one core writing class. Therefore, many of these students finish this requirement during fall quarter. Students in 101 must also complete 102. Therefore, these students often complete their writing courses by spring quarter. Finally, students beginning in the developmental writing class 100, must complete three writing courses, and typically finish at the end of spring quarter. By summer quarter each year, then, most students who began their coursework in the fall will have completed their core writing requirements. This decline in the enrollment of both the communication skills classes and the overall student population between the two quarters that comprised the experiment may have altered the results obtained. It would be useful to conduct this same experiment during a different school year to determine if the levels of circulation are comparable during successive fall and winter quarters.

In conclusion, this research was undertaken to further examine devices that librarians in an academic setting might use to introduce students to valuable sources for conducting research. By its failure to show that the circulation of videos increases significantly when these items are displayed or recommended, academic librarians may still learn a valuable lesson. It may simply be the case that students in the academic

environment do not recognize videos for the valuable sources of information they are. The perception that videos are to be viewed for pleasure or for general edification like visual how-to manuals, but never as research to be analyzed, challenged, and quoted may persist among students. Further research is needed to show whether students hold this view; for instance, a survey of students' opinions about the value of non-fiction videos would be highly apropos. If students generally hold a negative view of videos as research sources, then librarians will not do students eager to locate resources for research a service by continuing to display videos in the library. Students would be better served by displays of books and creative efforts to show them the value of videos.

## Appendix A: Handout
## Some Recommended Videos On Literature

| | |
|---|---|
| Black Women Writers | 810.99287 B6271 |
| May Sarton | 811.54 M467 |
| Poetry in Motion Vol. 3 | 811.54 P7452 |
| The Power of the Word with Bill Moyers Pt. 3 | 811.54 P887 |
| The Power of the Word with Bill Moyers Pt. 6 | 811.54 P887 |
| The Odyssey of John Dos Passos | 813.52 O27 |
| Medieval-Elizabethan, 1400-1600 | 821.2 M489 |
| Henry V Pt. 1 | 822.33 H521 |
| King Henry IV Part I Pt. 2 | 822.33 K52 |
| The Roman Tragedies | 822.33 R758 |
| The Tortured Mind | 822.33 T712 |
| William Shakespeare: Background for His Works | 822.33 W7193 |
| The Life and Adventures of Nicholas Nickleby V.3 | 822.914 L722 |
| The Life and Adventures of Nicholas Nickleby V.6 | 822.914 L722 |
| The Life and Adventures of Nicholas Nickleby V.9 | 822.914 L722 |
| A Room of One's Own | 824.912 R777 |
| The Trials of Franz Kafka | 833.912 T819 |
| History through Literature: Russia | 891.7 H673 |
| Exploring the Short Story | 808.301 E96 |
| Drama: Great Age Ahead? | 809.2 D763 |
| Cat on a Hot Tin Roof | 810.54 C357 |
| Black American Literature: Valerie Smith | 810.9896 B627 |
| Voices and Visions Vol. 2 | 811 V889 |
| Voices and Visions Vol. 8 | 811 V889 |
| Sonia Sanchez: Wear the New Day Well | 811.54 S698 |
| Ernest J. Gaines The Sky is Gray | 813 E71 |
| Mark Twain's The Man that Corrupted Hadleyburg | 813 M345 |
| Stephen Crane's The Blue Hotel | 813.4 B658 |
| E. T., The Extra Terrestrial [Spanish version] | 813.54 E96 |
| T. Corraghessan Boyle: World's End | 813.54 T111 |
| "Master Harold"--And the Boys | 820 M423 |
| Chaucer and Middle English Literature | 821.1 C496 |
| The Perilous Voyage: Homer's Odyssey Pt. 3 | 821.914 H766p |
| A First Look at Macbeth | 822.33 F527 |
| Romeo and Juliet | 822.33 R763 |
| The Tempest | 822.33 T282 |
| Nadine Gordimer | 823 N136 |
| Joseph Campbell on James Joyce Tape 2 | 823.912 J832 |
| Joseph Campbell on James Joyce Tape 5 | 823.912 J832 |
| A Doll's House | 839.82 D665 |
| The Theatre of Social Problems | 839.82 T374 |
| Contemporary Theatre: Samuel Beckett | 842.914 C761 |
| Le Petit Prince | 843.52 P489 |
| Crossing Borders: The Journey of Carlos Fuentes | 863 C951 |
| Mario Vargas Llosa | 863 M341 |
| Literature Pt. 2 | 895.6 L776 |
| Once Upon a Time: Children's Classics Retold in American Sign Language, Vol 2 | 808.899282 O58 |

## Appendix B

Videos On Display

Once Upon A Time: Children's Classics Retold in American Sign Language
L 808.899282 O58 v.1
Once Upon A Time: Children's Classics Retold in American Sign Language
L 808.899282 O58 v.4
Greenwich Village Writers: the Bohemian Legacy
810.9 G866
Modern American Poetry With Helen Vendler
811.5 M689
Poetry in Motion
811.54 P7452 v.2
The Power of the Word With Bill Moyers
811.54 P887 Part 2
The Power of the Word With Bill Moyers
811.54 P887 Part 5
Katherine Anne Porter: The Eye of Memory
813.52 K191
Chaucer and the Medieval Period
821.17 C496
Shakespeare's As You Like It
822.33 A797
King Henry IV Part I
822.33 K52 Part 1
King Henry IV Part II
822.33 K521 Part 2
The Taming of the Shrew
822.33 T158
The Tragedy of King Richard the Second
822.33 T763 Part 2
The Life and Adventures of Nicholas Nickleby
822.914 L722 v.2
The Life and Adventures of Nicholas Nickleby
822.914 L722 v
The Life and Adventures of Nicholas Nickleby
822.914 L722 v.8
Starglider: A Portrait of Arthur C. Clarke
823.914 S795
Bertolt Brecht
832.912 B546
Madame Bovary
843 M178
Cronica Del Alba
863.6 C947
The Birth of Modern Theatre
891.72 B619
Whispers on the Wind
808.81 W576

Videos on display (continued)

The Southern Literary Renaissance
810.5 S727
August Wilson
810.9896 A919
Literature: The Synthesis of Poetry
811 L7761
Voices and Visions
811 V889 v.7
Li Young Li: Always a Rose
811.54 L788
The Cask of Amontillado
813 C339
Literature: The Story Beyond
813 L776
Willa Cather's Paul's Case
813 W689
William Faulkner's Barn Burning
813.52 W7161
Louise Erdrich and Michael Dorris
813.54 L888
Trey Ellis
813.54 T817
Old English Poetry
821 O44
The Perilous Voyage: Homer's Odyssey
821.914 H766p Part 2
Early English Drama
822.2 E12
Richard III
822.33 R511
Shakespeare: A Day at the Globe
822.33 S5271
William Shakespeare's The Merry Wives of Windsor
822.33 W7192 Part 2
Joseph Campbell on James Joyce
823.912 J832 Tape 1
Joseph Campbell on James Joyce
823.912 J832 Tape 4
The Seventh Seal
839.772 S497
Ibsen's Life and Times
839.82 I14 Part 1
The Red Balloon
843 R312
Borges and I
863 B732
The Inner Life of J. L. Borges
863 I58
Literature
895.6 L776 Part 1

## Appendix C

Videos in Control Group

Once upon a time: children's classics retold in american sign language
808.899282 O58 v.3
Once upon a time: children's classics retold in american sign language
808.899282 O58 v.6
Renascence: Edna St. Vincent Millay, Poet
811 R94
Poetry in Motion vol. 1
811.54 P7452
The power of the word: with Bill Moyers pt.1
811.54 P887
The power of the word: with Bill Moyers pt.4
811.54 P887
Herman melville's Bartleby the Scrivener
813.3 H5512
Gloria Naylor
813.54 G562
Selected Sonnets
822.33 S699
Henry V Part 2
822.33 H521
Henry IV Part 2
822.33 K521
Shakespeare's imagery: the poet's eye
822.33 S5275
The Tragedy of King Richard the Second
822.33 T763
The Life and Adventures of Nicholas Nickleby
822.914 L722 v.1
The Life and Adventures of Nicholas Nickleby
822.914 L722 v.4
The Life and Adventures of Nicholas Nickleby
822.914 L722 v.7
Frankenstein: the Making of the Monster
823.7 F829
Beowulf and Old English Literature
829.3 B4812
Ghosts
839.82 G427
Theater of the Absurd
852.912 T374
Anton Chekhov: a writer's life
891.72 A634
Presentation Excellence with Walter Cronkite
808.51 P933
Exploring the Novel
809.3 E96

Videos in control group (continued)

The Stories of Maxine Hong Kingston
810.80895 S884
Literature: the Synthesis of Poetry
811 L776
Voices and Visions
811 V889 v.4
Voices and Visions
811 V889 v.11
W.S Merwin: the Rain in the Trees
811.54 W719
James Thurbers the Greatest Man in the World
813 J29
Sherwood Anderson's I'm a Fool
813 S554
Into the Morning: Willa Cather's America
813.52 W6892
James Alexander Thom: the Storyteller
813.54 J27
T R Pearson a short history of a small place
813.54 T1112
The Romantic Era into the twentieth century
820.9 R759
The Perilous Voyage: Homer's Odyssey pt.1
821.914 H766p
The Perilous Voyage: Homer's Odyssey pt.4
821.914 H766p
King Lear
822.33 K53
Romeo and Juliet
822.33 R763
William Shakespeare's Merry Wives of Windsor
822.33 W7192 pt.1
The Dead
823.912 D278
Joseph Campbell on James Joyce tape 3
823.912 J832
Joseph Campbell on James Joyce tape 6
823.912 J832
A Doll's House
839.82 D6651
The Comedy of Manners
842.4 C732
The 400 Blows
843 F773
An Uncommon Poet: Octavio Paz
861 O21
Gabriel Garcia Marquez: Magic and Reality
863 G1181
Classical Comedy
882.0109 C614

## Appendix D

In order to satisfy myself that inherent differences among the groups at the time the experiment began could not account for any observed changes in circulation, I examined them to see whether the sampling method employed had produced essentially comparable groups, within the limits of sampling error. The groups were tested based upon the following criteria: 1) year of publication, 2) length of video, 3) inclusion of summary on the item, and 4) type of case.

1) Original year of publication This refers to the year in which the content of the video was produced. The publication date was usually printed on the item itself. When it was not this information was recorded from the catalog record.

2) Length of video This was measured according to number of minutes the video takes to play from start to finish. The length was often listed on the video. The catalog also lists this information.

3) Summary of the contents of the video This was sometimes provided either on the container which holds the video or on the video itself. However, many of the videos do not provide this information. The inclusion of a summary, however long or brief, on the physical item was considered as having met this criteria.

4) Type of case This refers to one of three types of containers which hold videos at Columbus State. The first type are videos enclosed in a plain black case provided by the library. The second cases are large orange boxes which encase the video and

its smaller case entirely, also provided by the library. These boxes are used when a video is accompanied by a text of some sort. The third type are cases which are processed and shelved in the original cases provided by the publisher. These may vary in size and color. However, they are distinctive as a group because the containers all provide some type of promotional information.

The relevant data based on tests of the above criteria is presented in table 2. Essentially, the groups proved to be statistically equal before the experiment began. None of the calculated values of the F distribution or chi square approach the critical values at the .05 level of significance. Therefore, groups 1, 2, and 3 differed from each other by no more than can be explained by sampling fluctuations.

Table 2
Comparisons Between Books in Groups 1, 2, and 3[1]

| Variable | Group 1 | Group 2 | Group 3 | Computed Value | Critical Value |
|---|---|---|---|---|---|
| Mean of Copy-right | 1984.75 | 1984.96 | 1986.33 | 1.21[2] | 3.06 |
| Mean of Length | 58.66 | 56.2 | 59.33 | 1.49 | 3.06 |
| Summary Present? | yes: 21<br>no: 27 | yes: 22<br>no: 26 | yes: 28<br>no: 20 | 2.39 | 5.99 |
| Contain-er Type | black: 21<br>orange: 6<br>publish-er: 21 | black: 22<br>orange: 7<br>publish-er: 19 | black: 17<br>orange: 6<br>publish-er: 25 | 1.67 | 9.49 |

Notes: 1 Group 1 constitutes the display group, Group 2 the recommended group, and Group 3 the control group.
2 Tests conducted: For variables copyright date and length in minutes--One way ANOVA with 2/141 degrees of freedom. For variables summary present and container type--Chi square with 2 and 4 degrees of freedom respectively.

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